Rafael Cordero Y Molina

Intermediate School 302

“SOARING EAGLES”

“Staff Handbook”

2011-2012

Principal: Mrs. Linder

Asst. Principal Ms. Bryant

Asst. Principal Mr. Moise

Asst. Principal (I.A) Ms. Hermann

To all teachers of IS 302, this handbook was created to provide you with the essential tools that will help in having a great year here at IS 302.

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MISSION STATEMENT

Rafael Cordero y Molina Intermediate School 302 seeks to educate a diverse community of students to reach their fullest potential while developing in them the knowledge, skills, and values that will allow them to become productive citizens.

This goal will be attained by:

* A rigorous curriculum characterized by high standards
* An expected atmosphere of achievement
* Clearly defined academic and behavioral standards
* An infusion of authentic applications of curriculum, which will enable them to make meaningful connections between school and society.

We further believe that maintenance of a close relationship between home, school, and community ensures a climate of mutual respect and understanding. It is through a synergy of educators, parents, and community working together that we create a school where our students always do their best.

**RAFAEL CORDERO Y MOLINA**

**I.S. 302**

**2011-2012**

**BELL SCHEDULE**

* **Period One 8:30-9:20**
* **Period Two 9:22-10:07**
* **Period Three 10:09-10:54 (6th Grade Lunch)**
* **Period Four 10:56-11:41**
* **Period Five 11:43-12:28 (7th Grade Lunch)**
* **Period Six 12:30- 1:15 (8th Grade Lunch)**
* **Period Seven 1:17-2:02**
* **Period Eight 2:04-2:50**

**37.5 Minute Sessions**

2:50-3:27 Mondays

2:50-3:28 Tuesdays

2:50-3:27 Wednesdays

2:50-3:28 Thursdays

**Parent-Teacher Conference Dates**

**Fall 2011**

* Wednesday, November 16th ,2011 (EVENING)
* Thursday, November 17th, 2011 (Afternoon)

**Spring 2012**

* Wednesday, February 29th, 2012 (EVENING)
* Tuesday, February 28th, 2012 (AFTERNOON)

***Description > The Framework for Teaching***

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching.The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district’s mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

|  |  |
| --- | --- |
| The Framework for Teaching: Components of Professional Practice | |
| ***Domain 1: Planning and Preparation*** | Domain 2: The Classroom Environment |
|  Demonstrating Knowledge of Content     and Pedagogy Demonstrating   Knowledge of Students   Setting Instructional Outcomes   Demonstrating Knowledge of Resources   Designing Coherent Instruction   Designing Student Assessments |  Creating an Environment of Respect and Rapport   Establishing a Culture for Learning   Managing Classroom Procedures   Managing Student Behavior   Organizing Physical Space |
| ***Domain 4: Professional Responsibilities*** | ***Domain 3: Instruction*** |
|  Reflecting on Teaching   Maintaining Accurate Records   Communicating with Families   Participating in a Professional   Community   Growing and Developing Professionally   Showing Professionalism |  Communicating with Students   Using Questioning and Discussion   Techniques   Engaging Students in Learning   Using Assessment in Instruction   Demonstrating Flexibility and Responsiveness |

**SEE ATTACHMENT FOR DANIELSON’S FRAMEWORK IN WIKI LINK**

**INTRODUCTION TO THE FINAL DRAFT OF THE CITYWIDE INSTRUCTIONAL EXPECTATIONS FOR 2011-12**

To successfully prepare all students—including students with disabilities and English language learners—for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms every day. To this end, we have developed a collective focus for the next school year that has been shaped by extensive consultation with both local and national experts, including more than 1,400 New York City principals—who participated in over 50 feedback sessions across the City this spring—and the writers of the Common Core State Standards.

As a result of these conversations, we have adjusted the instructional expectations:

By broadening the standards of practice in math to include constructing a viable argument and mathematical modeling, and shifting the selected domains for kindergarten and grade 3 to allow a broader focus as we build a path to algebra; and

By explaining the role of clusters and networks.

In addition, we have added to the FAQ, which now includes an explanation of the connection to collaborative inquiry, resources to help schools get started, suggestions for making time to do this work, further explanation of the selected literacy standards for grades 3-8, and an updated explanation of the selected math standards.

At the feedback sessions in May, principals were clear about their needs and concerns, particularly around limited time, budget cuts, and potential teacher layoffs. There are no simple ways to allay these concerns. The central office, networks, clusters, and schools will need to work together during these challenging times. Throughout the year, we will provide examples of this work in practice, including Common Core-aligned curriculum and assessments and teacher supports. We will also provide guidance to schools around long-term implementation that will take us through the 2014-15 school years.

Educators throughout our school system are embracing this important instructional work and understand how critical it is for our students. The work of transitioning to these new, higher standards will not be easy. But we have a tremendous opportunity to lead the way, and the bottom line is that our children are counting on us.

2 **CITYWIDE INSTRUCTIONAL EXPECTATIONS**

**FOR 2011-12**

As we continue to work toward graduating students who are college and career ready, we are setting specific instructional expectations for the 2011-12 school year. These expectations build on the inquiry work of the last several years:

**Strengthening student work** by examining and refining curriculum, assessment, and classroom instruction; and

**Strengthening teacher practice** by examining and refining the feedback teachers receive.

As school leaders engage students and teachers in strengthening the instructional core, networks and clusters will play a crucial role in supporting schools as well as coordinating learning across schools. Engaging our school communities in conversations about how we are preparing students to be college and career ready will also be an important part of this work.

**Rigorous Curriculum and Tasks for All Students**

This year, we have gotten to know the Common Core standards and practiced revising curriculum, assessment, and instruction. Next year, as we deepen our efforts, we will engage teachers in the next stages of aligning curriculum and assessment to the Common Core. Teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports.

At a minimum, teachers will be expected to:

**In teams, look closely at current student work** to understand the steps needed to reach the level of performance that the Common Core demands (spring/fall 2011).

**Engage all students in at least one literacy task and one math task aligned to strategically select Common Core standards**. These tasks should be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners (winter 2011-12).

– In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.

– In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

**In teams, look closely at resulting student work** to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff (spring 2012).

We ask that educators engaging in this work use rich performance tasks as a vehicle for examining student work, developing a shared understanding of success as defined by the new standards, and determining how to adjust teacher practice to support student development along the continuum of college and career readiness. Our goal is that, through the work of implementing a task, teachers will begin to adjust their curriculum and instruction to help all students move toward the higher expectations of the Common Core.

Schools will have the flexibility to select the teachers who engage in this work, the types of tasks they teach, and the curriculum they develop. Excerpted student work and diagnostic tasks aligned to the selected Common Core literacy standards are available on the Common Core Library now:

**CITYWIDE INSTRUCTIONAL EXPECTATIONS** FINAL June 1, 2011 3 http://schools.nyc.gov/Academics/CommonCoreLibrary. For samples of NYC homegrown Common Core-aligned tasks, annotated student work, and related instructional supports in both literacy and math, as well as a variety of professional learning resources, please check back at the end of June and throughout the summer to see our growing collection.

**Effective Feedback for All Teachers**

School leaders who improve the instructional core across classrooms take certain actions: they utilize a common lens for instruction and curriculum, set clear expectations, and provide evidence-based, applicable feedback from frequent classroom observations. When they do so, their teachers know what effective teaching looks like, have a shared language to discuss what’s working and what needs to be improved, and know which actions to take to improve their practice.

Principals and other school leaders are encouraged to:

**Use sections of Charlotte Danielson’s *Framework for Teaching***, or continue to use a research-based teaching framework that is already in place, to articulate clear expectations for teacher practice and serve as the focus for teacher development (by summer 2011).

**Engage in short, frequent cycles of classroom observation,1 collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on** to increase the rigor and effectiveness of their instruction (throughout 2011-12). Teachers should receive feedback on student work on Common Core-aligned tasks and on successes and challenges related to reaching all students, including students with disabilities and English language learners.

**Strengthen their own capacity to provide high-quality feedback to teachers** through professional development and support from network teams (throughout 2011-12).

1 The short observation and feedback cycle does not take the place of formal evaluations. The difference between an informal and formal observation as stated in the current collective bargaining agreement is that formal observations require a pre-observation conference. For probationary and tenured teachers, evaluators may conduct as many informal observations as deemed necessary and do not require a pre-observation conference. There is no minimum amount of observation time required for a formal observation. Engaging in informal observations with teachers is complementary to the formal observation process.

Schools can learn about Charlotte Danielson’s *Framework for Teaching,* read profiles of NYC DOE principals who are using Danielson and providing frequent feedback to their teachers, find online professional development, and explore observation templates and feedback protocols in ARIS Learn (www.arisnyc.org).

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Schools can choose how to implement these expectations to integrate them effectively with other priorities. But all schools will share a common goal: achieving excellence in student work through highly effective teaching.

The Common Core standards outline a new definition of and trajectory toward college and career readiness that reflect the demands of the 21st century. These instructional expectations are intended to support schools as we begin to adjust what and how we teach in order to help all students succeed on cognitively demanding tasks and develop along the continuum toward college and career readiness.

For more information, please see our evolving FAQ document on the Principals’ Portal: <http://intranet.nycboe.net/DOEPortal/Principals/SchoolSupport/AcademicServices/>.

**CITYWIDE INSTRUCTIONAL EXPECTATIONS** FINAL June 1, 2011 4 **ROLE OF NETWORKS AND CLUSTERS**

Networks and clusters play a crucial role in supporting schools with the implementation of the 2011-2012 instructional expectations. Assessing the current state of teaching and learning in each school is a critical starting point. As part of a cluster- and network-level inquiry cycle, clusters and networks will analyze student work, teacher work (curriculum and assessments), and school leader work (samples of feedback to teachers) to help schools understand both where this work meets expectations and where educators need additional supports.

**Networks**

By offering clear guidance and structured support around content and pedagogy, network teams can help educators develop the skills they need to increase the rigor of instruction for all students as we move toward full implementation of the Common Core standards.

Next year, each network will have an instructional team of at least four achievement coaches, whose roles and assigned schools will vary according to the needs of the schools within the network. Additionally, each team will have one achievement coach who will focus on supporting schools’ implementation of Universal Design for Learning and other instructional work related to the teaching of students with disabilities. These achievement coaches will support instructional leaders (administrators and key teachers) in:

Analyzing teacher and student work to develop and implement plans to support teachers toward success with all students

Providing content area support in all subjects

Facilitating discussions and using protocols

Developing systems and structures for implementation of short cycles of classroom observation

Providing clear and concrete feedback to support teachers’ professional growth and development.

Network teams will collect a portfolio of artifacts across their schools to analyze during monthly Children First Intensive Institutes. Although we will not track student work on the 2011 spring/fall tasks or the 2011-12 winter tasks centrally, schools should make student, teacher, and school leader work accessible for professional learning across the system.

**Clusters**

Clusters are expected to strengthen network teams’ capacity to provide the instructional support described above. In partnership with the Academics Office and the Office of School Support, clusters will develop and implement regular professional learning experiences for network teams and engage in a performance management process to support the professional growth of all network team members.

**CITYWIDE INSTRUCTIONAL EXPECTATIONS** FINAL June 1, 2011 5 **SELECTED COMMON CORE STANDARDS**

To focus our efforts on critical college and career ready skills, we have strategically selected standards at every grade level. The authors of the Common Core helped guide our selection. To view the full Common Core Learning Standards, visit: http://www.p12.nysed.gov/ciai/common\_core\_standards/.

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| **Selected Common Core Standards in Literacy Grade Band** | **Literacy Focus** |
| Pre-K-2 | Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2) |
| 3-8 | Written analysis of informational texts (Reading Informational Text Standards 1 and 10)  OR  Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1) |
| 9-12 | Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1) |

**Rationale**

The authors of the Common Core standards have pointed to the issues of text complexity in informational text and making an argument based on those texts as the key challenges in the Common Core. We need to begin exposing our students to this type of task, and supporting them accordingly, in a staircase fashion moving up through the grade levels. (For more information about how these specific Common Core standards were selected, please see the FAQ document on the Principals’ Portal: <http://intranet.nycboe.net/DOEPortal/Principals/SchoolSupport/AcademicServices/>.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Selected Common Core Standards in Mathematics Grade Band | | **Standard of Practice** | | **Domain of Focus** | |
| Pre-K-K | Model with Mathematics  and/or  Construct Viable Arguments and Critique the Reasoning of Others | | AND | | Operations and Algebraic Thinking |
| 1-2 | | | Number and Operations in Base Ten | | |
| 3 | | | Operations and Algebraic Thinking | | |
| 4-5 | | | Number and Operations—Fractions | | |
| 6-7 | | | Ratios and Proportional Relationships | | |
| 8 | | | Expressions and Equations | | |
|  | | |  | | |
| Algebra | | | Reasoning with Equations and Inequalities | | |
| Geometry | | | Congruence | | |

**Rationale**

The Standards for Mathematical Practices are one of the most distinct portions of the Common Core standards. Taken together, these standards paint a picture of a mathematically proficient student. We understand that the Standards for Mathematical Practice are interconnected and that a rich task may require students to demonstrate many of the practices. However, for the winter task, we ask that schools focus on one or both of the high-leverage practices we’ve selected—Model with Mathematics (#4) and Construct Viable Arguments and Critique the Reasoning of Others (#3)—and the domains of focus representing key content in each grade. Modeling is what real mathematicians do: using mathematics to represent and solve authentic problems in our world. Key to this process of problem-solving is the ability to clearly construct and analyze mathematical arguments, evaluating and articulating the reasoning behind claims. Facility with these two practices, and solid knowledge of key concepts, will enable students to demonstrate their mathematical thinking by successfully analyzing authentic problems and constructing and defending logical paths to solving problems.

**POLICIES & PROCEDURES**

##### Attendance

* 1. All staff members should enter the building through the main entrance on Linwood Street. Then, you must report to the main office to record the time you entered the building. All UFT staff members must move their own timecard from left to right. (Non – UFT staff members must punch in and out). Teachers should report to your class by 8:30 AM\*

*When you leave the building you must move your timecard from right to left.* If you come in any time after 8:30AM, you are late. You must punch your timecard to record your time. Failure to punch in after 8:30AM will result in disciplinary actions.

\*That means you should enter the building before 8:30 AM so that you can arrive to your scheduled 1St period assignment.

**If you are going to be absent it is your professional responsibility to speak to a supervisor**. **The only way to effectively plan for the school year is to know about any absences in a timely manner. You should also follow the procedures below:**

* + 1. **Call a supervisor first to get instructions. We may already have a substitute in place for your absence. Call a supervisor or dial EXT.1195 between the hours of 7:15am and 7:45am. See the memorandum for the correct up-to-date contact numbers for the supervisors.**
    2. If you anticipate being late you must speak to a supervisor before 8:30 AM. DO NOT LEAVE MESSAGES WITH ANY OTHER STAFF MEMBER. IT IS YOUR PROFESSIONAL RESPONSIBILITY TO CONTACT A SUPERVISOR.
    3. Make sure you have updated lesson plans in your sub folder. You must have at least 5 days of lessons in your sub folder, in addition to your daily plan book which should be left available for the substitute to use. The sub folder will be used in the event that additional plans are needed by the substitute beyond those in your plan book. It is your responsibility to update your sub folder.
    4. Make sure your plan book and sub folder is accessible for the substitute. Your lesson plans must have current work that reflects the curriculum.

If you obtain a note from the doctor please give the note to Ms. Negron and use Form OP 198. Ms. Negron has a supply. Present the form and note to Ms. Negron upon your return. **All medical appointments must be made after school**. No one will be excused from the faculty conferences or during school hours for medical appointments. If you are out for an extended period of time you may be required to visit the DOE Medical Department. Non-Attendance forms (OP201 and OP 221) are obtained from Ms. Negron. All absences will be recorded on your C.A.R. and your full signature is required upon your return to school.

Request for personal days must be submitted in writing. It must be submitted at least 15 days before the date being requested. As per the UFT contract, the principal has the right to know the reason for the personal day. **Approval can only be granted by the Principal.**

Request for religious holidays should be made at least 15 days in advance. Also, lesson plans must be ready for the substitute.

***No personal days will be approved before or after a holiday.***

***Failure to adhere to the personal day policy will result in your personal day request being denied.***

***PLEASE NOTE: ANY EMPLOYEE WHO HAS 11 OR MORE ABSENCES AND/OR EXCESSIVE LATENESS WILL RECEIVE AN OVERALL UNSATISFACTORY RATING FOR YOUR END OF THE YEAR EVALUATION. THIS MAY LEAD TO TERMINATION OF YOUR EMPLOYMENT.***

**OFFICIAL WORK HOURS**

All teachers and paraprofessionals begin work at 8:30 AM and finish at 3:27 PM Monday – Thursday, and 8:30-2:57 on Friday. **All UFT teachers must attend a monthly faculty conference.** However, all staff members are welcome to attend monthly faculty conferences.

FACULTY CONFERENCE DATES & TIME

**Schedule for faculty conferences for 2011-2012 school year TBA.**

**ATTENDANCE AND PUNCTUALITY**

IT IS IMPERATIVE THAT YOU EMPHASIZE TO YOUR STUDENTS AND PARENTS THAT STUDENTS MUST BE ON TIME.

A message will go to the parents about IS 302 student attendance policy via the school messenger service. In cases of chronic lateness and/or absences, please notify the 6th, 7th, or 8th grade family worker, Guidance Counselor, and Assistant Principal.

When you take the attendance, please be sure to use a #2 pencil. Bubble in the first column only. No student should fill out the attendance roster for you. Please make sure you fill out the attendance accurately after the morning announcements.

Please note that during the month of September we are trying to clear our registers. It is imperative that the attendance rosters are accurate. If a student is marked present for one day they will not appear when we run the NO SHOW reports.

Finally, maintain on a daily basis your Working Class List, which should agree exactly with the monthly Class Summary List. The Working Class List is to be kept in a separate folder, which must be in your possession during a Fire or Shelter Drill. If students come in after you have sent the attendance down, notify the Family Worker for your grade. In addition to the daily attendance sheet completed by each classroom teacher, middle school teachers and cluster teachers servicing middle school students will take attendance at the beginning and end of every period. If a student is present in school and not present in a specific class, the course teacher must address the issue and contact the homeroom teacher and parent if necessary. Attendance in each and every class is vital to successful completion of the course.

Teachers are responsible for encouraging maximum pupil attendance and pupil promptness. It is expected that each teacher will develop programs to meet this need. All classes are expected to have 100% attendance every week.

**LATENESS**

* Teachers are to permit any student that comes to class late.  **NO EXCEPTIONS**
* Lateness without a pass is not a reason to refuse a student in class.
* When a student is late to your class you are to have your consequences in place.
* If you keep a student after the bell, you MUST give that student a pass to return to class.

**SUBSTITUTE TEACHER FOLDERS**

All teachers (classroom & cluster teachers) must prepare a substitute folder. Teachers should include as much information as possible about their program and students.

Please take the time to prepare an appropriate folder. These folders should be given to your floor AP and a copy to the programmer. This folder should be updated regularly. It should reflect current academic levels of your students. It is your responsibility to make sure your sub folder is updated.

Your sub folder should reflect the curriculum. The students should continue to do work that reflects academic rigor. Also, include sufficient appropriate materials and activities such as writing assignments in various subject areas and notations as to pages that can be used in skill texts or workbooks. There should be enough material for at least five days. Please bear in mind that the purpose of this folder is to continue meaningful higher order instruction. Also, include special instructions for your class (i.e. – lunch, dismissal, bus, medical concerns, etc). These sub folders should be given to your floor AP and the programmer no later than Friday, September 16, 2011.

**HALL TRAFFIC**

* + All traffic should be kept to a minimum. During passing please stand at your door and direct students to report to their next period class.
  + All children out the room **must** have a pass. This includes students going to and returning from Related Services.
  + Teachers and paraprofessionals must supervise the **entire class at all times**. You are accountable for all students when escorting them in the hallways.

**SECURITY**

**PLEASE ENTER/EXIT THE BUILDING THROUGH THE DESIGNATED EXITS. ALL STAFF MUST ENTER AND EXIT VIA A & B.**

**Do not leave any valuables (money, pocketbook, wallet, cell phones, etc.) unlocked in your classroom. Lock all valuable items.**

**Do not leave any laptops or other school equipment unlocked. You must secure these items at all times.**

**Do not give your keys to students. Secure your keys at all times.**

**When you leave your classroom, always lock your door.**

*ALL VISITORS MUST WEAR A VISITOR’S PASS.*

All visitors must sign in and show picture ID at the safety agent’s desk. Then, the visitors will receive a main office pass. No high school students are to be permitted to visit with their former teachers and/or supervisors during the hours of school instruction. There will be no exceptions to this regulation. No parent is allowed to sit in the classroom for observation purposes unless given permission by the administration.

**CLASSROOM APPEARANCE**

**SEE CLASSROOM ENVIRONMENT CHECKLIST**

**BULLETIN BOARDS**

Bulletin Boards must have current work displayed. All classroom bulletin boards must have the following:

Title, Task, Date, Common Core Standards, Rubric, Depth of Knowledge Level and student writing with authentic rubric based comments. Common Core Standards must be written out completely.

* NO rexograph sheets.
* Graphic organizer can be used. HOWEVER, it must be accompanied by high quality student writing.

**Hallway Bulletin Boards are due as follows:**

\*\*\*\*Due the first Friday (Except the month of September)

**Thursday, September 22, 2011**

**Friday, October 7, 2011**

**Friday, November 4, 2011**

**Friday, December 2, 2011**

**Friday, January 6, 2012**

**Friday, February 3, 2012**

**Friday, March 2, 2012**

**Friday, April 6, 2012**

**Friday, May 4, 2012**

**Friday, June 8, 2012**

**LESSON PLANS/PLAN BOOK**

**The development of lesson plans, by and for the use of the teacher, is a professional responsibility vital to effective teaching.**

All teachers (classroom, cluster, coaches, IEP & SETSS Teachers, etc.) must have a plan book. All teachers are expected to have lesson plans. Your lesson plan book must be available for review at all times. It can only be reviewed by an administrator.

Plans must be current, grade appropriate and reflect the lesson being taught. Plans should also reflect evidence of differentiation and use of data. Plans will be reviewed and collected randomly. Lesson plans are not the teachers’ editions.

\*LEARNING OBJECTIVE MUST BE POSTED ON THE CHALK BOARD.

EXAMPLE – STUDENTS WILL………

***PLEASE NOTE: IF A TEACHER RECEIVES A U-RATING ON AN INFORMAL/FORMAL OBSERVATION, THE FORMAT OF THE LESSON PLANS WILL BE GIVEN TO THE TEACHER BY A SUPERVISOR.***

**Prep Periods**

**Prep periods should be used for………**

* **Lesson planning Visiting classes to observe instruction**
* **Revising Curriculum Mapping Meetings with supervisor**
* **Grade meetings Meeting with SBST**
* **Parent meetings Reaching out to parents**
* **Displaying student work Review and updating portfolios**
* **Grading student work Working with a struggling student(s)**
* **Updating parent log booksVisiting classrooms**
* **Discuss attendance concerns Organizing classroom**
* **Reviewing data Meeting with Coach & Administration**
* **Writing IEPs Updating portfolios**
* **Updating assessment folders**

**Prep periods should not be used for………**

* **Eating breakfast/lunch**
* **Leaving the building to take care of personal matters**
* **Visiting in other classrooms for personal conversations *while* the teacher is working**
* **Using cell phones in front of the students**
* **Socializing in the hallway, main office or security desk**
* **Hanging out in staff lounge for non instructional reasons**
* **Making personal phone calls**

**\*\*Please note: AS PER THE UFT CONTRACT, paraprofessionals do not receive prep periods. They must remain with the class for the entire period.**

**Administrative Periods** Administrative periods are not prep periods. A supervisor can assign a task on your administrative period. These tasks can include SAVE room coverage, small group instruction, hallway duty, lunch duty, push in support etc.

**AUDITORIUM**

During assemblies teachers are to bring their classes to the auditorium, and remain with them during the presentation/performance. There will be a seating chart and designated seating area for each class. Areas will be labeled with the class numbers.

**LIBRARY**

***School Media Center Information***

**Morning Library**  
The media center (library) is open each morning from 7:30 to 8:30 am to all students (a pass is not required for entry).  There are computers and printers available to students on a "first come, first serve" basis.  Students may access email, Acuity, and other websites that are unblocked as per the NYCDOE.  However, students are **not** guaranteed access to a computer (there are only 32 stations, and on average there are 50 students in attendance during the morning).   If work is assigned that requires computer access, please encourage students to arrive at 7:30 am in order to ensure that there is a computer available for their use.  Printing is allowed, but students are encouraged to only print what they need for required work.  Please keep this in mind when assigning work (printing pictures and Powerpoint slideshows uses a great deal of our very limited ink and paper supply).  Students are permitted to leave the library at 8:00 am to participate in our school's breakfast program.  
  
**Lunch Periods**  
The library is open to all three grades at least once a week during their respective lunch periods.  (The lunch schedule will be posted on the door to the library and will be distributed via mailbox upon its creation)  Students ***must***obtain a library lunch pass from their teacher in order to gain access during library lunch.  Passes are placed in attendance folders on the morning of library lunch days.  If the passes are not in the attendance folders, then library lunch has been canceled that day due to a meeting or due to the absence of the media specialist. (Cancellations are also posted on the whiteboard on the door) It is imperative that passes be circulated to students and given to Ms. Semlies upon entry, so that  they can be reused during the next library lunch day.  Each class is allotted a certain number of passes- if the passes are not used, they will not be recirculated via the attendance folder.  In other words, if you notice less passes in your ATS folder, your students probably have them in their book bags from the last library lunch day. Adherence to this lunch pass system is imperative to the safety of the students, as the number admitted needs to be controlled in order to ensure proper supervision of students.   
  
**Afterschool**  
The library will be open after school during 37.5 minutes on Mondays, Tuesdays, and Thursdays.  Students do not need a pass to enter the library during this time, but they do need to arrive immediately after the regular school day ends.  (this is to discourage students from going to the store and then coming back into the building to visit the media center, or congregating in the hallways unsupervised )  If a teacher wishes to send a student down late, they can send them down with a handwritten pass (complete with the student's name, class, date, time and teacher's signature).  

**General Note**  
Please do not send students to the library with a handwritten pass- they will not be admitted unless they have an official library lunch pass from Ms. Semlies.  This includes during non-lunch periods as well- Ms. Semlies' teaching periods cannot be disrupted by students that "need to print" or "need to get a book" and are sent down with a pass to do so.       
  
**Teacher Access**  
Teachers have open access to the library from 7:30 am until the end of the school day.  There is a "teacher nook" in the back of the library so that teachers can access the internet and print student data and work-related information as needed.  Please note that Wednesday afternoons the library will **not** be open as Ms. Semlies works a zero period schedule and leaves early to attend class on that particular day.  (this day may shift during the Spring semester)  
  
**Class Visits**  
Teachers can schedule class visits to the library for a variety of reasons including research projects, computer time, and simply to check out reading materials.  Ms. Semlies is more than willing to collaborate and co-teach class lessons in all subject areas.  However, visits must be scheduled in advance in order to ensure proper preparation and availability of materials.  Teachers can contact Ms. Semlies in person, via mailbox, or via email ([jsemlies302@gmail.com](https://mail.nycboe.net/owa/redir.aspx?C=e298cc0324a64d5483bccf1cfda5b614&URL=mailto%3ajsemlies302%40gmail.com" \t "_blank)) to schedule visits or collaborate on special projects.  Arrangements can also be made to have books delivered to your classroom for thematic units if you choose.    
  
**302 Staff Wiki**  
Ms. Semlies has created a wiki for use by our staff, so that we can share information related to curriculum online.  If you did not attend the professional development session prior to the start of the school year, please send Ms. Semlies an email (at [jsemlies302@gmail.com](https://mail.nycboe.net/owa/redir.aspx?C=e298cc0324a64d5483bccf1cfda5b614&URL=mailto%3ajsemlies302%40gmail.com" \t "_blank)) so that she can invite you to join the wiki.  Each subject area has it's own page within the wiki, and there is also a section for PBIS, the media center, technology tools for teachers and a wealth of other useful information.  
  
**302 Staff Links**  
Ms. Semlies has created a staff account in Delicious, for us to share web links and organize them with tags.  Visit [http://www.delicious.com/](https://mail.nycboe.net/owa/redir.aspx?C=e298cc0324a64d5483bccf1cfda5b614&URL=http%3a%2f%2fwww.delicious.com%2f" \t "_blank) and login with the following information:  "username: IS302 password: 302Staff" in order to access pertinent links that your colleagues have found.  If you are unclear about how delicious works, see Ms. Semlies for a quick tutorial on this technology tool.     
  
**Miscellaneous**  
Ms. Semlies is available for small group or individual meetings with staff members that have questions about using technology tools in or out of the classroom.  Please don't hesitate to ask for help if you need it- media specialists' work with students **and** teachers to help make the school function better technologically.  Please don't hesitate to ask me to do my job!

**PARENT LOG BOOK**

All staff members must keep a record of any and all contact with a parent. You must indicate any contact with parents (i.e.: phone, conference, email, etc…). Log books may be reviewed at PPT meetings (Especially if the team is discussing an intervention plan for an at-risk student). At any time a supervisor can ask you for your parent log book. Failure to produce a log book will result in a disciplinary letter.

**BATHROOM**

No student is allowed to go to the bathroom Periods 1 and 8, or during the first and last 10 minutes of any period. **ONLY FOR EMERGENCIES**.

Students **MUST** use the designated pass created uniquely for you.

Teachers **MUST** keep a log book that contains the date, students name, class, time for leaving and returning to class.

ALL students are allowed to use the bathroom during their designated lunch periods; therefore students should not be allowed to go to the bathroom during the period following their lunch period. (Teacher may use their discretion for emergencies)

**TRIPS**

All students must have written permission slips (**chancellor’s regulations)** on file before taking a bus or walking trip. Please make sure that you use the new Chancellor’s trip form. Phone permission is not acceptable. You must send the class lists for the bus trips to the Main Office, as well as the trip coordinator.

**Teachers** **must make arrangements for the distribution of the students who are not going on the trip.** These arrangements should be made prior to the day of the trip, unless there is an unforeseen change in a student’s attendance on the trip. If there are 8 or more students on a grade who are not going on a trip, a teacher from that grade will remain in school to provide academic instruction.

One staff member should have a cell phone for emergency purposes. Please speak with your floor supervisor before leaving. Also, make sure you leave your cell phone number with the main office.

Accompanying adults/chaperones are to be 21 years old or older.

(AS PER CHANCELLOR REGULATION):

For elementary and middle school students, at least one (1) staff member and

Two (2) additional adults are required for up to thirty (30) students. The required staff member must be a

Teacher or a supervisor. The other adult(s) may be a parent volunteer or a

Member of the instructional staff (e.g. teacher, dean, guidance counselor, social

worker) or a paraprofessional or school aide.

All classes should take field trips. It is recommended to take at least two trips in the fall and two trips in the spring. All inclusive of an educational purpose and connection to the curriculum.

**Children are not to be excluded from trips for disciplinary reasons. Parents should be invited to accompany the students on the trips. Parents must be notified that their presence is recommended at least three weeks before the trip. You must speak to your grade supervisor to exclude a child from a trip. If the parent cannot go, then you must make arrangements for that student before the trip. Also, if you do not hear a response from the parent, you must reach out to the parent the day before the trip.** Each grade must plan at least 3-4 trips for the year. **Trips will not be approved for Grades 6 – 8 around NYS Testing.**

ONLY THE BUILDING PRINCIPAL CAN APPROVE ADDITIONAL STAFF LEAVING THEIR ASSIGNMENT FOR A TRIP!!!!!!!!

**TEACHER RESPONSIBILITY: is to obtain the following information via the TRIP COORDINATOR**

**TRIP COORDINATOR WILL:**

* Inform the kitchen staff that you are going on a trip. Do not allow the kitchen to prepare lunch for your class if you are going out on a trip.
* Confirm trip at least two days before the trip. Also confirm the bus.
* Collect money and speak with all adults attending the trip.
* Plan accordingly for the students who are not attending the trip. Do not wait until the day of the trip.
* Inform grade/floor supervisor about any concerns.
* One staff member must leave their cell phone number with the Trip Coordinator before leaving the building.
* Normal prep schedule will remain in place on the day of the trip. No preps will be rearranged on the day of a trip. If the class returns from the trip and it is the teacher’s scheduled lunch period, he/she may drop the students off in the cafeteria and go to lunch. Please make sure you inform the supervisor, in charge of lunch, that you have returned from a trip.
* No staff member can change their prep. This is only done by an administrator.

**Teachers are required to inform Ms. Marquez via email (**[**vmarquez@schools.nyc.gov**](mailto:vmarquez@schools.nyc.gov)**) at the beginning of each month of any approved trips being taken. Teachers must provide the trip date and time, location of trip, classes attending trip, number of buses ordered. If a trip is cancelled, teachers are to inform Ms. Marquez via email as soon as possible, and call the bus company to cancel and forward the cancellation # to Ms. Marquez as well via email.**

**MAIL/MAILBOXES – STAFF**

Please check your mailbox when you arrive in the morning, at lunch and the end of the day. In order to limit interruptions to classrooms, we will try to put important notices and messages in mailboxes as much as possible rather than calling into your classroom. No student is allowed to pick up your mail from your mailbox. Ensure that your DOE e-mail account remains active and that you access it daily.

**COPIER MACHINES**

All copies must be approved by an administrator. The copies will be approved once it is placed in the copier bin located in the main office. Copies will be made by the **school aides only in room 142.**

**LUNCH**

Please bring classes to lunch on time – coming too early or too late disrupts not just your lunchtime but that of other classes/grades as well. Do not leave your class unsupervised. Before you leave, please make sure that school aides, security or a dean are in the cafeteria.

* No child will be permitted to leave the lunchroom unless he/she is accompanied by a staff member.
* No parent is allowed in the lunchroom.
* All classes enter the cafeteria via exit D
* All classes exit the cafeteria via A and report to their scheduled next period class.

**RELEASE OF PUPILS**

Children may not be excused from school before dismissal time unless called for by an adult, who must first report to the office to sign the child out. No child is to be released to a parent who shows up at the classroom. Children cannot be released to anyone who is not on the blue emergency card or under 21 years of age.

**BLUE EMERGENCY CARDS MUST BE CHECKED BY THE OFFICE STAFF.**

If you have a problem, notify the principal IMMEDIATELY.

**EATING IN THE CLASSROOM**

There is no eating in the classroom. Students cannot eat lunch in the classroom.

All parties must be approved by a supervisor. Parent must be notified after approval has been given.

Parties are permitted for Holidays, Birthdays and End Term celebrations. Please be mindful of your students’ religious concerns and what foods he/she may be allergic to. You must communicate with the parents. Letters must go home concerning allergic foods. Also, please encourage nutritional snacks for all celebrations. It is strongly recommended that parents bring in store brought food for any party. This will allow everyone to know the ingredients of all foods.

**DURING INSTRUCTION, STAFF MEMBERS ARE NOT ALLOWED TO EAT OR DRINK IN THE CLASSROOMS. STAFF MEMBERS SHOULD USE THEIR LUNCH PERIOD TO FULFILL THEIR NUTRITIONAL NEEDS. ALSO, STAFF MEMBERS SHOULD NOT WALK THROUGH THE HALLWAYS WITH COLD/HOT BEVERAGES.**

**STUDENT DISCIPLINE**

**PARENT LOG BOOK**

All staff members must keep a record of any and all contact with a parent. You must indicate any contact with parents (i.e.: phone, conference, email, etc…). Log books may be reviewed at PPT meetings (Especially if the team is discussing an intervention plan for an at-risk student). At any time a supervisor can ask you for your parent log book. Failure to produce a log book will result in a disciplinary letter.

**ALL Teachers Should Have A Behavior Modification Plan.**

**Classroom discipline begins with all adults supervising the students**. Most discipline problems can be diminished by planning an appropriate educational program, maintaining sound classroom management and by setting up a classroom code of behavior, which is consistent and fair. Adults should reinforce the rules daily. Students should know what is expected of them at all times. **BEING CONSISTENT** is critical.

In order to establish a consistent school-wide system of responding to inappropriate student behavior, we will implement the following ladder of referral:

* Step 1. A student is asked to move to another area in your classroom. Do not move a student to the hallway or the main office. The student is not isolated. The student is relocated to another area in the classroom.
* **\*\*Followed by parent contact.**
* Step 2. A student is relocated to another class (on the same grade) for **one instructional** period. No student can be **permanently** placed in another class without the supervisor’s approval. The student should continue the same grade level instruction. The student should return to his/her classroom at the end of the period.

**\*\*Followed by parent contact**.

* Step 3. Teacher makes a home phone contact and arranges a parent meeting. The purpose of the meeting is to have the family work with the school in attaining a positive change in the child’s behavior. If you are unable to reach the family by phone, a letter will be provided for this purpose. Keep a detailed record of each phone call attempt.
* **\*\*Followed by parent contact.**
* Step 4. In-school Conference is held between the parent, child, teacher, and guidance counselor/dean. After the meeting, a daily conduct sheet will be used for a minimum of one month following the conference. Parent must sign and return the conduct sheet. Parent must also know the conduct sheet is going home. All teachers servicing the student should add a report to the conduct sheet.

**\*\*Followed by parent contact.**

* Step 5. Administrative Conference is held with the parent, child, teacher, and Asst. Principal. A letter will be provided by administration if this step is required.

\*\*Administrator will review parent log, behavior log and conduct sheets at this meeting. Also, administrator will review the teacher’s behavior intervention plan.

* Step 6. Student removals, in-house suspensions and superintendent suspensions are decided by the principal only.

Please review the student discipline code booklet. **Also review the Chancellor’s Regulations on corporal punishment (A-420), verbal abuse (A-421) and peer sexual harassment (A-831)**.

PPT referrals must be given to the PPT grade coordinator. Any student that has repeatedly caused a concern in the class should be discussed at PPT. **Also, the parent, social worker, guidance counselor, dean and assistant principals should be notified. Please use the ladder of referral.**

\*\*Please note: School Safety will only remove students from class for a physical altercation or a serious safety issue only**. The follow up must come from the classroom teacher.**

**\*\*\*No student is sent to the Save Room without supervisor approval.**

**\*\*\*No student is sent to the main office or Principal’s office.**

\*\*\***No student is sent to school safety.**

**\*\*\*No student is allowed to be told not to return to school.**

**\*\*\*If you request a student removal form, you must see your grade supervisor or dean for the form. If you are requesting a removal form for a student who had prior removals, please attach a copy of your parent outreach, behavior anecdotes and PPT Referral. Also, you should meet with the dean to discuss the student’s behavior.**

BEHAVIOR MODIFICATION PLAN

* All teachers must implement effective classroom management techniques.
* Your behavior plan should be available for review by a supervisor.
* You should have a behavior chart and classroom rules chart visible for all students.
* Parents should be aware of your behavior plan.
* Consult with the, guidance counselor, SBST, dean or supervisors to help you develop a behavior plan.

\*\*\*Please Note: Your behavior plan is not the school wide discipline plan or the NYC Discipline Code Booklet. Your behavior plan is in addition to these items.

**ACCIDENTS/INCIDENTS**

If a child is injured while under your supervision and requires a medical call, you are responsible for writing the accident report, not the nurse, dean or supervisor. Accident reports must be completed the **SAME DAY** of the accident. You must also make sure the parent has been notified. **It is your responsibility to complete the accident report and notify the parent**. Also, you should fill out a witness statement form. You should have at least two witnesses for any accident/incident. If the child needs EMS services the supervisors must have all documentation before the student leaves the building. Don’t leave accident reports with the secretary. You must hand it to your grade supervisor or dean. Please note that there are three different forms to complete (witness statement, accident form and incident form).

*What is the difference between an accident form and an incident form? If there is an incident with no injuries, then you complete the incident form and witness statement form. If there is an incident with injuries, then you complete the incident form, witness statement form and accident form.*

* **FAILURE to submit a report on the day of the accident will result in a disciplinary letter.**
* **FAILURE to notify a supervisor about an injury/incident will result in a disciplinary letter.**
* **FAILURE to take the child to the medical office immediately after the accident will result in a disciplinary letter.**
* **FAILURE to notify the parent, the day of the accident/incident, will result in a disciplinary letter.**

**MEDICAL OFFICE**

DO NOT SEND THE STUDENTS TO THE MAIN OFFICE.

If the student has an illness, send the student to the medical office with a pass and a completed medical form. Please fill out the medical form given to you by the school nurse. Also, call the medical office at extension 1452 to communicate any major illness. If a student is injured because of a physical altercation, you must contact the parent about the details of the incident, not the nurse. Also, you must notify the dean.

Please note the medical office is closed during the nurse’s lunch hour. If you have any emergencies, do not send the child to the main office. Call for a supervisor and/or dean. We will report to your class immediately.

**CELL PHONES**

Cell phones should not be visible throughout the instructional day. All staff members should have their cell phones on vibrate mode. Remember, we are role models. If students see staff members using their cell phones, they will follow our lead.

Students are not permitted to have the following items in the school building:

* Beepers and pagers
* Two-way communication devices
* Cellular phones
* Laser pointers
* Cameras
* Personal CD players, radios, tape players MP3 players
* Electronic games

If a student has any of these electronic devices visible in the school building it should be confiscated and locked up. Please write the student’s name on the device and return it to the dean. ***You must*** notify the parent and inform them that the device was confiscated. The parent must get the device from the dean. As per CHANCELLORS REGULATIONS.

**CONFIDENTIALITY**

It is important that students’ academics or social concerns are discussed with the legal guardian only. If a parent gives you permission to speak with someone, get it in writing. Be careful what you say over the phone and to whom you say it. **These conversations** **should also take place in a private room not in the main office**. DO NOT COMMUNICATE WITH A PARENT VIA EMAIL OR TEXT MESSAGES. Supervisors should approve all written communication. You may not discuss another child unless that parent is present. No information should be given about another child’s home life, social issue or behavior in your class. You may speak with a representative of social agencies (ACS). Make sure you see their employee id card. Do not discuss a child’s behavior with the sibling. All conversations should be with the parent.

**VENDING MACHINES/STAFF CAFETERIA**

## No student is to be given money to purchase items from the vending machines in the staff lounge for staff or themselves. No students are to be sent to the cafeteria to get a staff’s lunch or other items from the refrigerator. Students are not allowed in the Staff lounge. All IS 302 staff members may eat in the Staff Cafeteria.

**SMOKING**

Smoking is prohibited on all school premises in accordance with the Chancellor’s Regulations. If you must smoke, you must cross the street. Do not smoke on the sidewalk near the school. Also remember you are a role model. Students and parents will follow your lead. Please do not smoke in front of them. Even if you are across the street, students should not witness staff members smoking.

**LETTERS/MEMOS**

All letters to parents, memos to staff, or flyers posted in the school must be approved by the principal.

**FIRE DRILLS/SHELTER DRILLS**

See Fire Drill/Shelter Drill Memo.

At least 12 fire drills and 3 shelter drills must be completed for the school year.

**KEYS**

School keys are for staff use only. Students should not have school keys for any reason. If you misplace or lose keys, please notify the head custodian.

**Phones**

Students should not use classroom phones. If a student needs to contact a parent it must be for emergencies only. The student must have a pass to enter the main office/Deans office to use the phone.

PBIS

What is PBIS? Positive Behavior Interventions and Supports is a proactive approach for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social/emotional skills needed to ensure their success at school and beyond.

* Our school is going through some major changes and in some instances it must begin with us the staff from administration, teachers, paras, school aides, and all other staff members to help bring about positive changes.
* We need your help in making better things happen in our school. It is time to start thinking outside of the ordinary and think of extraordinary things to bring into our school.
* PBIS is not a miracle cure or something that will happen overnight it is something that we must work on over time but the process does begin with us. This is a perfect time to think back on why we chose to become educators, and reignite that fire within us.
* We have to take a closer look at our classes and decide what is working and what is not, and begin using different tools, skills, to help bring about change for ourselves and our students.
* The staff of IS 302 must set the example and model the positive behavior we want our students to embrace and practice. We must be aware of our own words and actions used around and towards our students.
* If you would like to become a member of the PBIS team please contact Ms. C Reyes (SAVEROOM)

**PBIS Five Components**

**Of Effective Practices**

1. DEFINE: - Clear and concise definition of BEHAVIOR EXPECTATIONS.
2. TEACH: - Direct teaching of behavior expectations.
3. REMIND:- Daily reminders and supervision- THE POSITIVE NAG
4. CELEBRATE:- Consistent acknowledge of the expected behaviors
5. CORRECT:- Consistent correction of the problem behaviors.

PBIS MATRIX

Our school is like an eagle about to take its first flight. Our students can become “SOARING EAGLES” and have academic success with the implementation of an environment conducive to learning.

S-Success (We aim to succeed)

O-Outstanding (Our quality of work will be outstanding)

A-Attentive (We are attentive to the rules and regulations of or school)

R-Respect (We have respect for ourselves and others)

I- Intent (We have all intentions in being successful in our academic careers)

N-Notorious (We are notorious for being hard workers)

G-Generous (We are willing to help one another achieve our goals)

E –Eager (We are eager to work hard!)

A-Accountable (We are accountable for our actions)

G- Greatness (We can and will achieve greatness)

L- Learning Leaders (We are able to lead others through our learning)

E- Expectations (We have high expectations for ourselves!)

**To all staff members of IS 302, we are here to educate our future leaders and citizens. It is our duty to provide the best education to our students. If we all work together this will be a successful year for ourselves, our students, and our school.**